



# History Curriculum Map

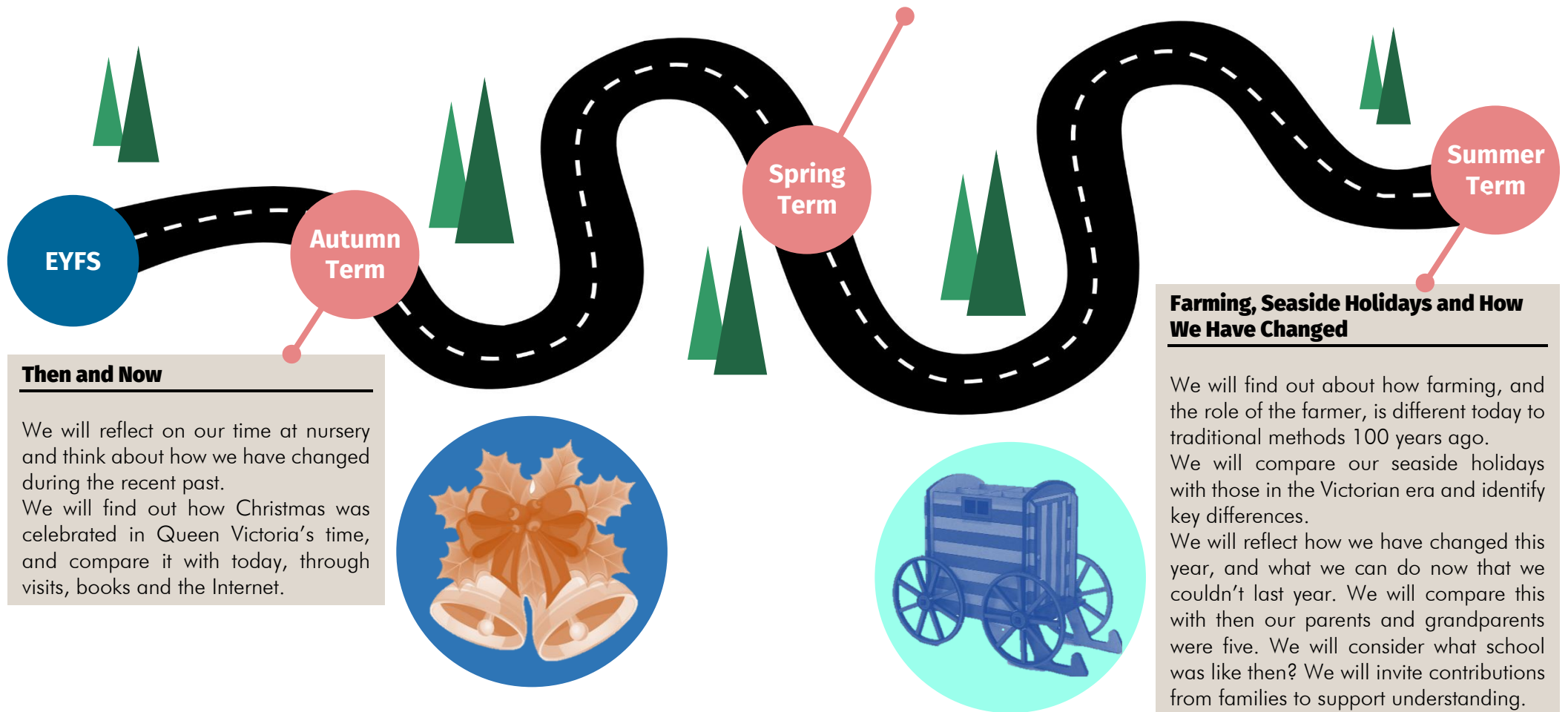
## Key Vocabulary

Today, day, long ago, parent, clue, date, yesterday, the past, Once upon a time, week, month, year, old, grandparent, memory, new, remember, Queen Victoria, Victorian, change, different, same, emergency services, police, paramedic, lifeboat person, dinosaurs, traditional, modern.

## People Around Us and Dinosaurs

We will find out about the lives of people around us, including the emergency services, to learn about their role and how this has changed, through visits with the police service and the lifeboat, and through non-fiction texts and the Internet.

We will find out more about how dinosaurs lived and begin to learn about similarities and differences between modern day animals – showing a developing understanding of some differences between prehistoric times and modern life.





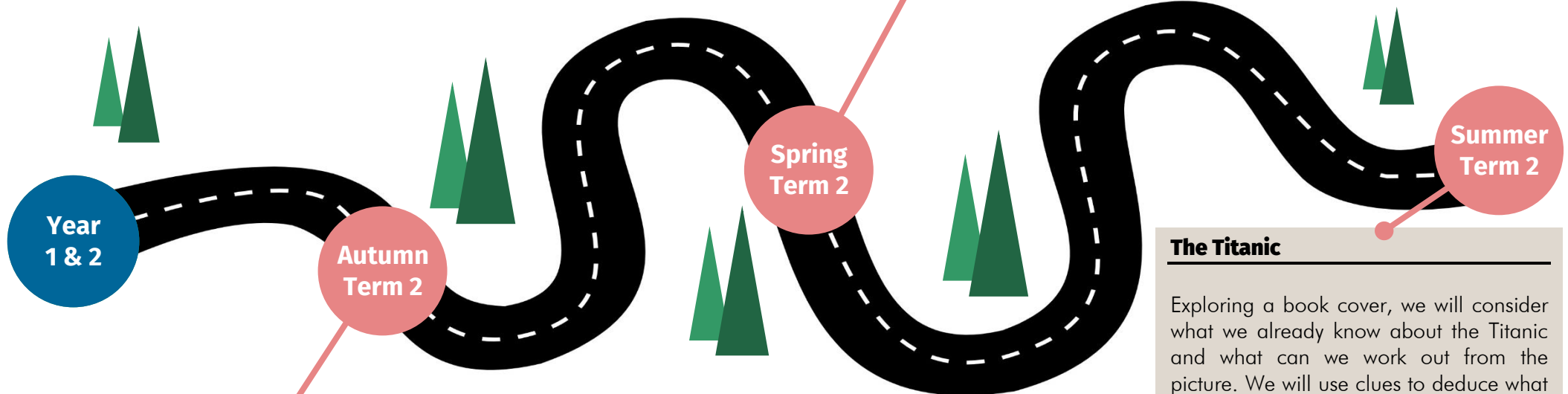
# History Curriculum Map

## Key Vocabulary

1666, Puddling Lane, London, Samuel Pepys, Thomas Farrinor, bakery, diary, thatched, water squirts, disaster, escape, destroyed, King Charles, Farne Islands, Northumberland, lifeboat, rescue, survivors, shipwreck, lighthouse keeper, SS Forfarshire, awarded, captain, passenger, class, unsinkable, iceberg, collision, wreckage, navigate, engines.

## Grace Darling

We will begin by using pictorial clues to make inferences as to what Grace might have done that made her famous and why she is remembered today, sequencing the key events. We will discuss the reasons why Grace acted as she did and consider the dangers faced by her, her father and the survivors. We will consider if all versions of Grace's story are the same and spot similarities and differences in pictorial versions of rescue. We will think about how we know about Grace's actions from so long ago, gaining an understanding that we have newspapers and museum objects, but not film. Finally, we will think about how sea rescues improved after her heroic act.



## The Great Fire of London

We will begin as detectives and, using a series of clues, try to work out why the fire began and who might be to blame. We will consider what actually happened during the Great Fire and how we can know for sure so many years later, sequencing the main events in chronological order. We will investigate why the Great Fire burnt down so many buildings. We will consider if more could have been done to stop the Fire and why this wasn't done. We will find out about how people managed to live through the Great Fire, and the help available to them.



## The Titanic

Exploring a book cover, we will consider what we already know about the Titanic and what can we work out from the picture. We will use clues to deduce what was so special about the ship, making simple observations about contrasting life styles of 1<sup>st</sup> and 3<sup>rd</sup> class. We will consider how the 'unsinkable' Titanic sank, recalling some details from the story to offer reasons. We will question why more people weren't saved and speculate as to possible reasons, before making simple deductions from visual clues. Finally, we will consider how disasters like the Titanic have been prevented from happening again and give some consequences in terms of lessons learned.





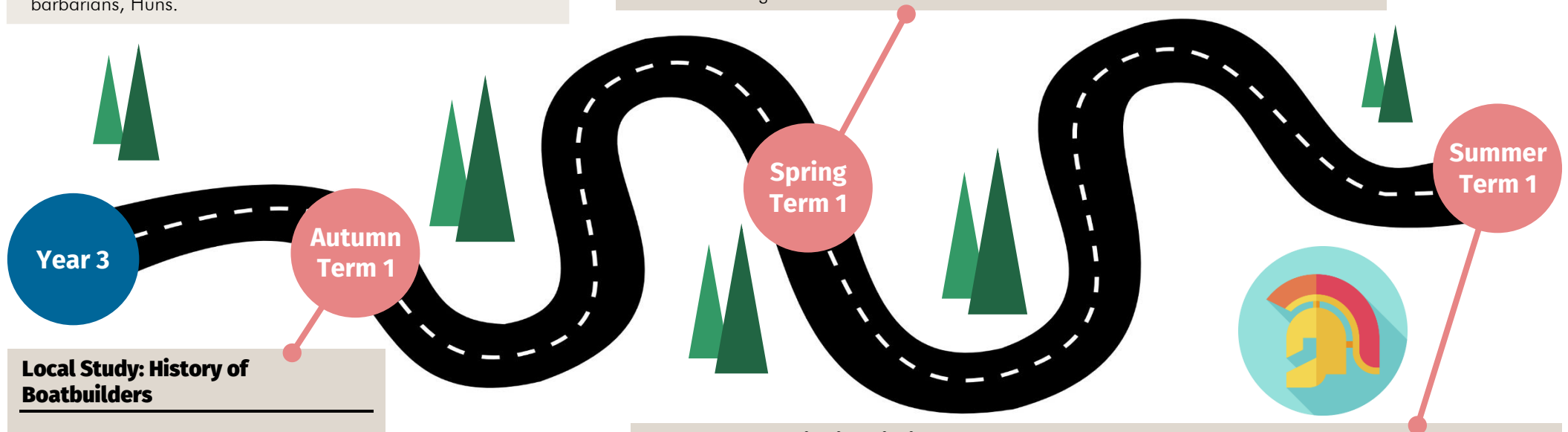
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## Key Vocabulary

J.S. Whites, Uffa Fox, Joe Carstairs, industry, war effort, marine, hydroplane, archaeologists, artefact, Neolithic, Palaeolithic, Mesolithic, BCE, tribal, hunter/gatherer, shelter, civilisation, settlement, stone age, bronze age, iron age, Stonehenge, Skara Brae, Julius Caesar, legions, cavalry, Britons, AD, fort, Claudius, population, homesteads, assassinated, empire, Boudica, Icenii tribe, Nero, Celts, chariot, aqueduct, barbarians, Huns.

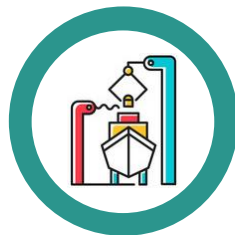
## Stone Age to Iron Age

We will consider whether Stone Age man was simply a hunter and gatherer, concerned only with survival. We will learn that Britain was once covered in ice, that the earliest settlers were hunter/ gatherers living in caves, and we will make deductions about lifestyle of Stone Age man from images. We will learn how different life was in the Stone Age when man started to farm, locating the move to farming on a simple timeline, understanding that hunter/ gatherers were living alongside early farmers about 5,000 years ago. We will learn more about life in the Stone Age from a study of Skara Brae. We will learn that the discovery of Skara Brae was quite recent, changing our view of early communities. We will think about why it is so difficult to work out why Stonehenge was built, and speculate as to its likely use, coming to a reasoned judgement using evidence. Finally, we will consider how much life has really changed during the Iron Age and how we know, drawing inferences from archaeological finds.



## Local Study: History of Boatbuilders

We will undertake a local study of boatbuilding on the Isle of Wight, particularly East Cowes. We will look at a timeline of boat development from 8,000BCE to modern day. We will visit the Classic Boat Museum and the Boatshed to discover the variety of boats built here, and the designers and boatbuilders that created them. We will discover more about the iconic Hammerhead crane which towers over Cowes. We will learn how important J.S. Whites was to East Cowes and the local economy and war effort.



## The Roman Empire in Britain

Following 'Stone Age to Iron Age', this topic develops our chronology and ability to see clear contrasts between these contiguous but very contrasting periods. We begin by considering why the Romans left sunny Italy to invade this cold island. We'll consider whether Claudius invaded for the same reasons. We will think about why Boudica stood up to the Romans, understanding her personal motivation, and why the Celts would have been apprehensive about taking on the Roman army. We will see that Boudica has been interpreted in different ways, not only the stereotype warrior picture. We will explore how the Romans were able to keep control over such a vast empire. We will learn how the Roman way of life contrasted with the Celtic lifestyle they found when they arrived, and how we know. We will have the opportunity for enquiry and use of local examples – Brading and Newport. We will learn about the most significant changes - the emergence of towns and villas in countryside, and grasp how sophisticated Roman lifestyle was for the rich. We will understand the range of entertainments that Romans had in society, that society was diverse and that the poor lived very differently.



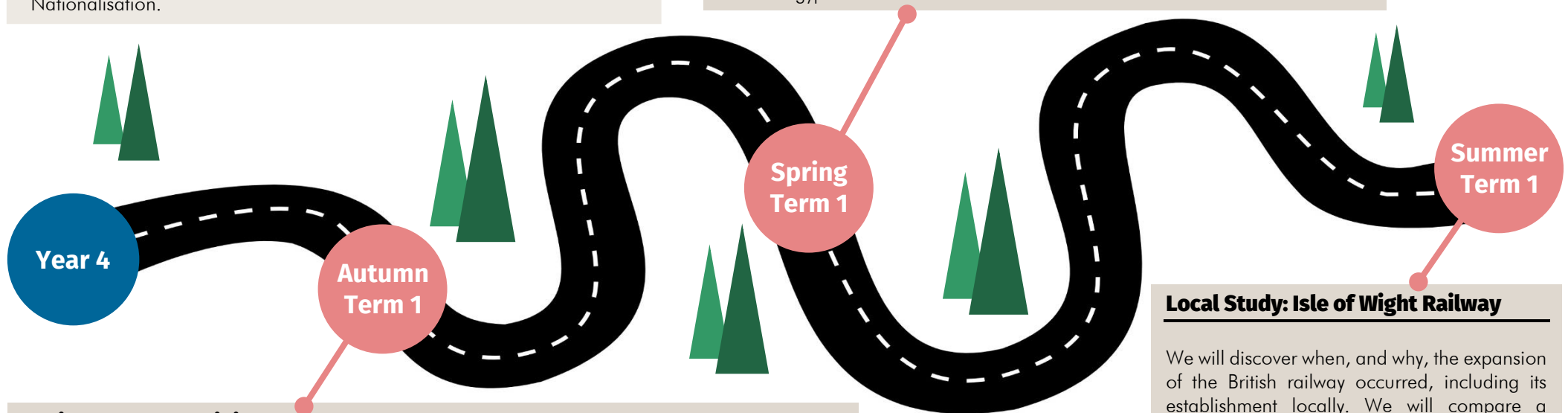
# History Curriculum Map

## Key Vocabulary

Angles, Anglo-Saxon, archaeologist, Viking, Danelaw, Christianity, invasion, Jutes, migration, monk, pagan, Picts, Danegeld, King Ethelred, Scots, settler/ settlement, monastery, afterlife, ancient, architecture, artefact, canopic jars cartouche, chronology, civilisation, culture, deities, hierarchy, hieroglyphics, mummification, mummy, papyrus, pharaoh, preserve, pyramids, sarcophagus, scarab, tomb, John Nash, tramway, Standard Gauge, internal combustion, dam embankment, Nationalisation.

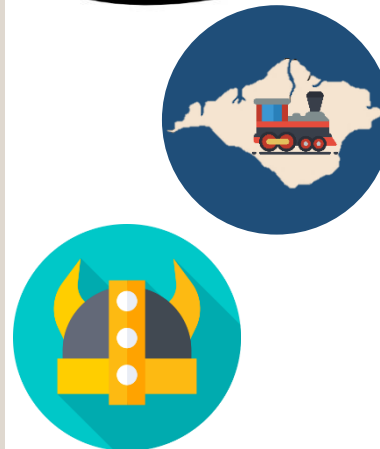
## Ancient Egyptians

We will consider what we can quickly find out to add to what we already know about Ancient Egypt, building on any prior knowledge. We will then locate Ancient Egypt in time and place, and recall some iconic features of Ancient Egyptian civilization. We will consider how we can discover what Ancient Egypt was like over 5,000 years ago, locating the Nile valley on a world map and making deductions from map evidence. We will identify what sources of evidence have survived and how they were discovered, and know that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. We will discuss what the evidence tells us about everyday life for men, women and children. We will learn what the Ancient Egyptians believed about life after death, and sequence the stages of mummification. Finally, we will consider what Ancient Egypt had in common with other civilizations from that time.



## Ancient Saxons & Vikings

We will consider why the Anglo-Saxons invaded and how we know where they settled. We will grasp that we are still finding out about the Saxons 1300 hundred years later, and know that the Staffordshire hoard is the largest collection of gold and silver yet found. We will learn that even before Roman troops, there were invaders. We will locate key periods on a timeline, showing how they overlap. We will learn that by the end of the 7C Anglo-Saxons were ruling most of Britain, and that Britain was on the cusp of Christianity at the time. We will then consider how people's lives changed when Christianity came to Britain and how we can be sure. We will learn how the Saxons were able to see off the Viking threat. We will learn about Alfred the Great and decide, just how great was he really? We will consider what image we have of the Vikings, know where they came from and why they attacked, and will know that the Vikings were a real threat from the sea. We will locate the Vikings in time in relation to the Romans and Saxons, and discuss why the Vikings have such a bad reputation. We will learn how the Vikings tried to take over the country and how close they got.



## Local Study: Isle of Wight Railway

We will discover when, and why, the expansion of the British railway occurred, including its establishment locally. We will compare a range of sources of evidence of the local areas, to contribute to our understanding of what life was like for people at this time. We will consider the development of Britain's national rail infrastructure, what life and travel were like before, and now, and understand the development of the railway on the Isle of Wight as part of this narrative. We will contrast daily life on the Isle of Wight before and after the railway, and describe the trends in transport over time. We will ask and answer historical questions about the impact of the railway coming to the Isle of Wight, looking at change, cause and effect.



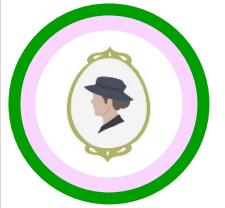
# History Curriculum Map

## Key Vocabulary

Dynasty, emperor, revolt, ancestors, Cheng Tang, Xia Dynasty Fu Hao, Oracle Bones, Shang Di, bronze hu, role, equality, inequality, coverture, consent, Renaissance, regime, profession, constraints, patriarchal, vindication, feminist, Industrial Revolution, domestic service, social etiquette, suffrage movement, Emmeline Pankhurst, protest, petition, marches, hunger strike, martyrs, Emily Davidson, George Stephenson, Isambard Kingdom Brunel, Lord Shaftesbury, child labour, life expectancy, Poor Relief, New Poor Law.

## The Changing Role of Women

We begin with the roles and rights of women in ancient civilisations, before going on to explore women's positions in medieval and Renaissance Britain, and the many restrictions on them. We will find out about women's lives between the 17<sup>th</sup> and 19<sup>th</sup> centuries, looking at the first rumblings of feminism. We will explore the changes in society brought about by the Industrial Revolution and the strict social etiquette rules that Victorian women had to abide by. We will be introduced to the women's suffrage movement and the suffragettes and those who campaigned for women's right to vote. We will learn about some specific women and events, and the effect they had on society. We will find out how WW1 breaking out affected the roles, rights and responsibilities of women, about women finally achieving the right to vote and explore how the war changed women's position in society, using a timeline to recap the changes in women's roles that took place up to 1928. We will find out about the lives of women during the 1950s, and consider the inequality between girls and boys being rewarded differently for the same tasks as a context for exploring the disparity in pay and work options between men and women in the 1960s and 1970s.



Year 5

Autumn Term 1

Autumn Term 2

Summer Term 2

## The Shang Dynasty

We will be introduced to the Shang Dynasty of ancient China, placing it on a timeline. We will compare this timeline with a British timeline of the same period. We will compare accounts of the Shang Dynasty written 200BCE, with more modern archaeological evidence, making judgements about which is more accurate. We will look at the first ten kings of the Shang Dynasty, thinking about how accurate this information is and using other sources to try and establish facts. We will find out what oracle bones are and how they helped historians find out more about the Shang Dynasty. We will consider why writing developed and look at the oracle bone script, learning to identify the meaning of some of the characters. We will look at archaeological evidence surrounding the royal tombs, and will find out some of the burial rituals and beliefs, including sacrifices. We will consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs. We will learn about the structure of society and find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land.



## Victorian Britain (inc. Local Study)

We will compare two images of the same place from the start and end of Victoria's reign, identifying changes that took place during this time before looking at reasons for the change and their impact. We will consider if children working in Victorian factories was as bad as we're led to believe, studying real testimony about children's working conditions given to parliament. We will consider the reliability of evidence. We will consider why so many families left the countryside for the towns if life was so hard there. We will consider the likely effect of the railways on different groups in society and debate whether they should support or oppose its coming. We will look at what it would have been like to attend a Victorian school. We will also explore the hardships of life as a climbing boy as well as the horrors of the workhouse.





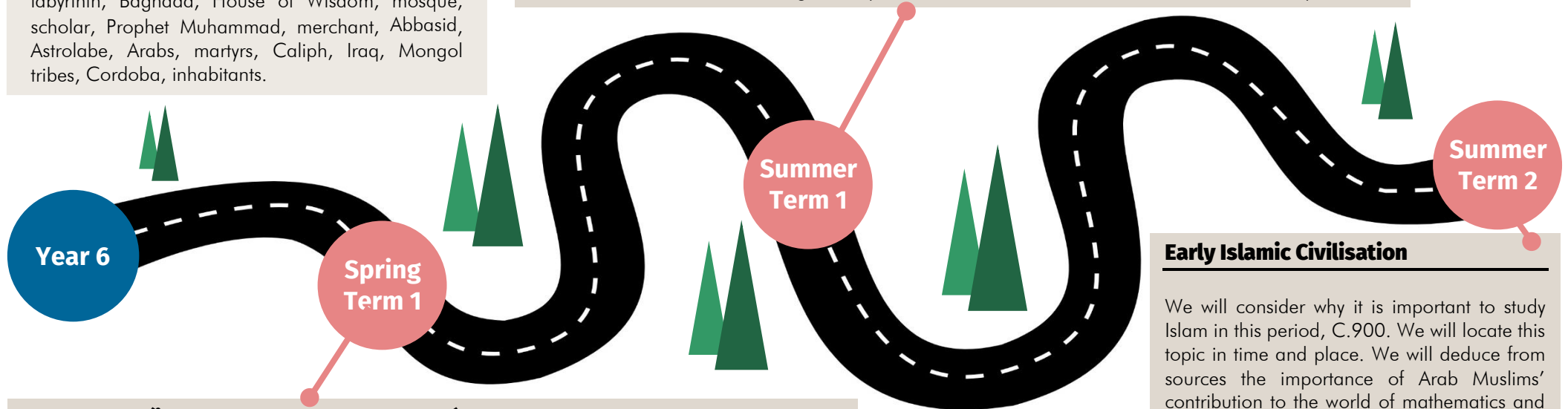
# History Curriculum Map

## Key Vocabulary

Adolf Hitler, air raid, allies, Battle of Britain, blackout, blitz, doodlebugs, evacuees, evacuation, Luftwaffe, Morse code, rationing, telegram, Spitfire, Winston Churchill, Athens, Sparta, Delphi, Corinth, Olympia, Knossos, Odyssey, Odysseus, Theseus and the Minotaur, labrys, labyrinth, Persia, Odyssey, Odysseus, Theseus and the Minotaur, labrys, labyrinth, Baghdad, House of Wisdom, mosque, scholar, Prophet Muhammad, merchant, Abbasid, Astrolabe, Arabs, martyrs, Caliph, Iraq, Mongol tribes, Cordoba, inhabitants.

## Ancient Greece

We begin by considering how we know so much about the Ancient Greeks who lived over 2,500 years ago. We will look at the evidence base, recognising the importance of archaeological, written and spoken evidence, as well as surviving buildings. We will grasp that much evidence comes from pottery and consider what we can work out about everyday life in Ancient Athens from the pottery evidence that remains. We will grasp the diversity of life style depending on position within society and know the influence of the large slave population. We will place Ancient Greece on a simple timeline, and learn that Ancient Greece consisted of city states such as Athens and Sparta, who were rivals. We will consider why Athens was able to be so strong, identifying their natural advantages and natural resources. We will focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat, opening up opportunities to focus on domestic issues. We will learn it was a time of new ideas and ways of thinking, such as democracy, but that this would not have been possible without the slave culture. We will learn about the Olympics and the theatre, and then focus on a range of ways in which the Greeks have influenced our lives today.



## World War 2 (inc. Local Study of East Cotes)

We will consider why Britain had to go to war in 1939, learning how the actions of Hitler threatened European peace, and understanding what is meant by the term appeasement. We will learn why it was necessary for children to be evacuated and what evacuation was really like. We will grasp that this would be a war in the air and there would be vastly more civilian damage than in the First World War. We will discover how Britain was able to stand firm against the German threat and cite examples of how the government prepared to withstand the Blitz, identifying key features of resistance to German invasion. We will learn how people managed to carry on normal life during the war. We will be able to describe a range of roles adults played on the Home Front which were unique to that time, and be able to explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'. We will discuss why it is difficult to be sure what life on the Home Front was really like, grasping that much of the evidence from this period has to be treated with caution; all is not what it seems. Finally, we will learn what VE day was really like, describing how it was typically celebrated.



## Early Islamic Civilisation

We will consider why it is important to study Islam in this period, C.900. We will locate this topic in time and place. We will deduce from sources the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc. and know Baghdad was a major city of learning and printing. We will consider what we can learn about Islam from the way the capital Baghdad was set up. We will discuss what was so special about it and why, in its Golden Age, ten times more people lived in Baghdad than in London. We'll look at how amazing daily life was for the rich in Islamic cities, in particular focusing on those things that were more advanced than in Saxon England. We will consider which of the early Islamic achievements has most effect on our lives today.